Enabling Learners

WORKING PLAN #3 1990-1999

A plan to implement *Policy Directions*: A Response to the Sullivan Royal Commission on Education by the Government of British Columbia

Assembled by the Ministry of Education

November 1990

• MINISTRY OF EDUCATION •

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91-01681/

MISSION STATEMENT

The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

INTRODUCTION

The purpose of this document is to establish a plan to implement government decisions related to the Sullivan Royal Commission. The paper, *Policy Directions,*[1] issued on January 27, 1989, outlines these decisions and has been used as the framework for development of the *Working Plan.* Readers should familiarize themselves with this paper, as well as with the documents *Mandate for the School System*[2] and *A Legacy for Learners*[3] before examining the plan presented here.

This planning paper consists of two parts. The first part identifies the work that has been completed to date in implementing government decisions and provides an overview of the provincial committee structure. Part two outlines the plan to implement these decisions on a project by project basis.

Government has adopted the vast majority of recommendations of the Sullivan Royal Commission on Education, recommendations that reflect the wishes of British Columbians. It is clear that the success of the implementation process will rely heavily on the cooperation and commitment of all those who have a direct interest in the school system: classroom teachers, parents, administrators, school trustees, the local community, district personnel, the major provincial education organizations, and the Ministry.

The implementation process will be improved if a number of other factors are considered. Implementation likely will be more effective, for example, if those responsible for implementing the change are involved in the planning process, clearly understand what is being implemented, believe that the change will be of benefit to students, and understand the specific steps being taken to implement the change. There should be sufficient flexibility in the plan, furthermore, to respond to diversity among teachers, students, parents and communities. In addition, appropriate time and resources should be available at each stage of the implementation process, and the work should progress on a timely and structured basis to achieve full implementation by the target dates. Finally, the change should be monitored to ensure that the implementation remains true to the original objectives and policies, and that it is effective.

This document will be updated periodically as tasks and timelines are further refined. Comments should be directed to the Policy, Planning and Legislative Services Branch of the Ministry of Education.

[1] Province of British Columbia (1989). *Policy Directions.* Victoria, BC: Ministry of Education
[2] Province of British Columbia (1989). *Mandate for the School System.* Victoria, BC: Ministry of Education
[3] Sullivan, B.M. (1988). *A Legacy for Learners.* Victoria, BC: Queen's Printer for British Columbia

TABLE OF CONTENTS

MISSION STATEMENT ..... [3]
INTRODUCTION 4

OVERVIEW

- Background to Year 2000 8
- Implementation of Year 2000: Work Completed 9
- Committee Structure 13

DETAILS OF WORKING PLAN

- Year 2000: A Framework for Learning 16
- Primary Program 18
- Intermediate Program 20
- Graduation Program 22
- Assessment/Evaluation/Standards 24
- Program Evaluation 28
- Languages and Multiculturalism 30
- National and International Education 38
- Gender Equity 40
- Support Services to Children 42
- Native Education 44
- Independent Schools 46
- Home Education 48
- Teaching Profession 50
- Communications 52
- Funding and Taxation 56
- School District Operations 58
- School Act 60

OVERVIEW

BACKGROUND TO *YEAR 2000*

1986/87: Royal Commission on Education

- Barry M. Sullivan examined all facets of the B.C. education system and made recommendations for its future

1987/88: Royal Commission Recommendations

- Royal Commission recommendations: *A Legacy for Learners* released (August)
- Education Policy Advisory Committee (EPAC) created to provide advice to the Minister regarding Royal Commission recommendations

IMPLEMENTATION OF YEAR 2000: WORK COMPLETED

Work Completed in 1988/89

Year 2000: A Framework for Learning

- Draft *Year 2000* paper reviewed by EPAC (Spring 1989)

Primary Program

- EAC review of draft Primary Program document (April 1989)
- Draft Primary Program document released (Spring 1989)

Intermediate Program

- Steering Committee and Project Team appointed (Spring 1989)

Graduation Program

- Steering Committee and Project Team appointed (Spring 1989)

School Act

- *Policy Directions* and *Mandate Statement* were released, providing the foundation for all Government activities in the implementation of the Royal Commission recommendations (January 1989)
- EPAC was consulted on *School Act*, regulations, orders and implementation plan (Spring 1989)
- New *School Act* and *Independent School Act* introduced in the legislature (June 1989)

Work Completed in 1989/90

Year 2000: A Framework for Learning

- EAC reviewed *Year 2000* paper (Fall 1989)
- Released draft *Year 2000* document to education stakeholders for response (October 1989)
- Completed analysis of responses to the *Year 2000* document (March 1990)
- Released *Year 2000* document in final form (April 1990)
- Hosted the 'Challenges and Opportunities' conference to discuss the *Year 2000* document, and the Intermediate and Graduation Programs (May 1990)
- Established FAX network
- Held regional conference for 2,500 leaders

Primary Program

- Optional use of the Primary Program began with 33 school districts participating (September 1989)
- Dual entry policy in place (September 1989)
- Draft report cards available (September 1989)
- *Primary Program Foundation and Resources Document* released in final form (May 1990)
- *Catalogue of Learning Resources* distributed to districts
- Full day programs for ESL, Native, and certain special needs students provided
- 22 regional sessions were held; 1,800 primary educators attended
- Support to regions, districts, professional groups, universities, and community provided

Intermediate Program

- EAC review of draft Intermediate Program document (Spring 1990)
- Released response draft of the Intermediate Program (Spring 1990)
- Summer Institutes held in fourteen regions of the province (August 1990)

Graduation Program

- Examination weighting changed to 40% (September 1989)
- Scholarship examinations changed to fixed scales (September 1989)
- Distributed draft Graduation Program document to stakeholder groups for response (Spring 1990)
- EAC reviewed draft Graduation Program document (Spring 1990)
- Summer Institutes held (August 1990)

Assessment/Evaluation/Standards

- Student level data collection system in place (September 1989)
- Held demonstration projects for elementary accreditation (September 1989)
- Revised secondary accreditation program in place (September 1989)
- Revised Primary/Intermediate Accreditation materials
- Accredited 48 Primary/Intermediate schools and 32 Intermediate/Graduation schools
- Developed and distributed school district Information Profiles

Program Evaluation

- New Royal Commission initiative
- Began drafting the program evaluation framework for the Primary Program

Languages and Multiculturalism

English as a Second Language (ESL)

- Produced first set of learning materials to celebrate B.C.'s first Immigration Week with Ministry of International Business and Immigration
- Established working relationship with other Ministries
- Progress has not been made on receiving federal financial support for ESL

Multicultural Education

- Completed initial planning stages
- Completed survey of Multicultural and Race Relations policies of school districts
- Coordinator of Multicultural Education hired

Heritage Languages

- Provided funding to S.F.U. to facilitate Heritage Language teacher training

French as a Second Language (FSL)

- Completed draft French Second Language (FSL) Curriculum and Assessment Guide
- FSL draft distributed to school districts for response

National and International Education

New Royal Commission initiative (previously Pacific Rim initiative)

- Completed Pacific Rim curriculum development for Social Studies, Economics, and Business
- Developed Japanese and Mandarin Language programs for Intermediate and Graduation Years
- Implemented Pacific Rim Scholarship Program
- Implemented Teacher and student Study Tour Program
- Implemented program of International Teaching Assignments in Asia
- Opened student selection offices in Tokyo, Taipai, Bangkok, and Hong Kong

Gender Equity

- Appointed coordinator of Women's Programs
- Established an Advisory Committee for Women's Programs
- Hired a coordinator for field based gender equity and Women's Programs initiatives
- Resource evaluation process uses guidelines for gender equity
- Criteria established for awarding grants to districts that address gender imbalance in school administration
- Completed a status report on gender distribution in the educational system
- Established one bridging position within the Ministry

Support Services to Children

- Developed protocols with other Ministries (October 1989)
- Distributed *Inter-Ministerial Protocols for the Provision of Support Services to Schools* to districts
- Establishedprocedure for tracking Protocols
- Completed survey needs assessment by school district of Level II and III health needs
- Responsibility for pre-school services to the handicapped transferred to Ministry of Social Services and Housing
- Issued Provincial Resource Programs directory
- Resource supplement to the *Primary Program Foundation Document* and 3 resource books were produced
- Established two additional SET – B.C. sites
- Guidelines and procedures for the provision of In-Class support to students with medical needs issued jointly by the Ministries of Education and Health to Superintendents and Medical Health Officers

Native Education

- Established Native Education Advisory Committee
- Provided Language and Cultural grants
- Developed and circulated Resource book for Native learners in their first year of the full-day Primary Program
- Five Grade 11 First Nations learners provided scholarships to attend Rural Alaska Honours Institute (Summer 1990)
- First Nations Languages Conference held (co-sponsored by Ministry of Education, Ministry of Native Affairs, and Ministry of Advanced Education, Training and Technology)
- Funded 30 Native Awareness workshops for teachers
- On-going information sessions to school districts and bands regarding Local Education Agreements under Section 104 of the *School Act*
- Three Local Agreements in place and functioning, and approximately 20 letters of intent signed

Independent Schools

- Proclaimed New *Independent School Act* (September 1989)
- Released *B.C. Guide for Independent Schools*
- Registered 267 Independent Schools
- 70 Independent Schools underwent external evaluations
- 53 Independent Schools underwent a monitoring inspection
- Held Independent schools Primary conference

Home Education

- Home education project initiated
  - Data collection system in place
  - Information sheets available
  - Funding system in place

Teaching Profession

- Expansion of enrolment in faculties of education
- Awarded Forgivable Loans to rural educators
- Teaching Excellence Awards given to outstanding educators
- Funded Rural Teacher Education Consortia jointly with Advanced Education
- Established sub-committees for Teacher Supply/Demand Model review
- College of Teachers review initiated

Communications

- Progress reports to all stakeholders
- Produced Primary Program video "A Time of Wonder"
- Continued improvement of the Ministry of Education's *Annual Report* (January 1990)

Funding and Taxation

- Announced block funding (January 1990)
- Implemented block funding system
- All school property tax revenue directed through the Provincial General Fund
- Implemented referendum and tax relief measures
- Announced capital program funding 1990/91
- Implemented 5 year capital planning process
- Bill 11 - *School Amendment Act 1990* passed (April 1990)

School District Operations

- Conflict of interest rules in *School Act*
- Orientation for new superintendents held August 22, 1990
- Policy Development Survey
- Spring Zonal meetings (BCSSA Chapter)
- Grants to stakeholders for conferences and in-service
- Trainers conferences for curriculum Summer Institutes
- Regional in-service for teachers
- Institute for regional facilitators

School Act

- *School Act, Independent School Act,* regulations, and orders finalized and in effect (September 1989)
- EAC established (Fall 1989)
- EAC reviewed Working Plan #1 (released September 1989) and #2 (released March 1990)
- Schools finance legislation developed (January 1990) and in effect (September 1990)

Work Completed in 1990/91

Intermediate Program

- Held Fall Regional Leadership Conference

Graduation Program

- Held Fall Regional Leadership Conference held

Communications

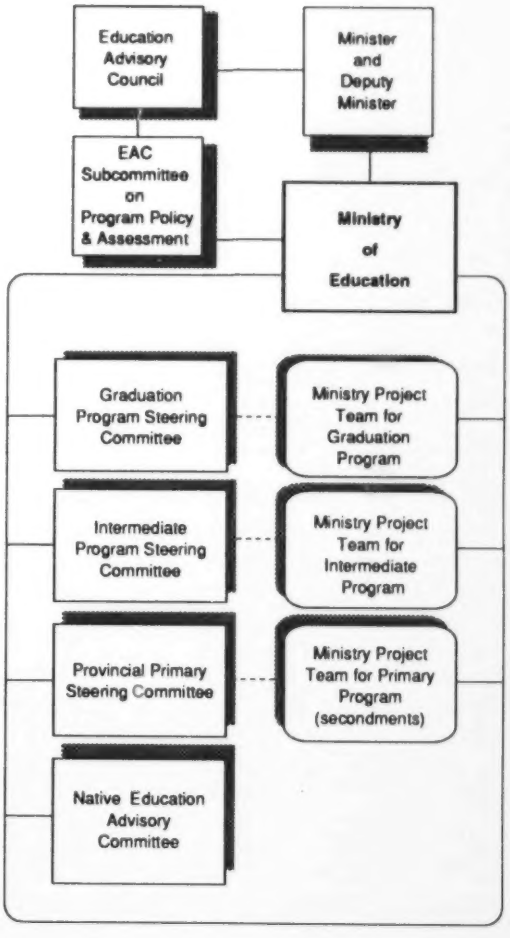
- Produced and distributed Dual Entry Kit

COMMITTEE STRUCTURE

1. **Education Advisory Council**
   - to provide advice regarding implementation of policy directions
   - ongoing review of implementation
   - review of progress reports from Ministry and members of stakeholder groups

2. **EAC Subcommittee on Program Policy and Assessment**
   - meets on request of EAC, to provide advice to EAC, the Ministry and all stakeholders on policy and professional matters related to educational programs, assessment and accountability
   - membership made up of a representatives of Ministry, BCSSA, BCTF, BCSTA, BCSSTA, BCPVPA, College of Teachers and University

3. **Provincial Primary Steering Committee and Ministry Project Team**
   - Steering committee to provide guidance to the Ministry program team
   - Steering committee refers policy issues to EAC through the Ministry
   - Steering committee to share information and make suggestions to stakeholder groups regarding implementation of new initiatives
   - membership on the steering committee: BCTF Primary PSA (4) , ABCSS (2), PVPA (2), BCSTA (2) and Secretary-Treasurers (2), Universities
   - Ministry project team to consist of a small group of seconded or contracted primary teachers and elementary administrators plus curriculum, assessment, special education, French Immersion, finance and implementation specialists as required


Education Advisory Council
Minister and Deputy Minister
EAC Subcommittee on Program Policy & Assessment
Ministry of Education
Graduation Program Steering Committee
Ministry Project Team for Graduation Program
Intermediate Program Steering Committee
Ministry Project Team for Intermediate Program
Provincial Primary Steering Committee
Ministry Project Team for Primary Program (secondments)
Native Education Advisory Committee

4. **Intermediate Program Steering Committee and Ministry Project Team**
   - Steering committee to provide guidance to the Ministry project team
   - Steering committee refers policy issues to EAC through the Ministry
   - Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
   - membership on the steering committee: ABCSS, PVPA, BCTF including key subject area PSAs, BCSTA, Secretary Treasurers, Universities
   - Ministry project team to consist of a small group of seconded or contracted intermediate and secondary teachers and elementary/secondary school administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

5. **Graduation Program Steering Committee and Ministry Project Team**
   - Steering committee to provide guidance to the Ministry project team
   - Steering committee refers policy issues to EAC through the Ministry
   - Steering committee to provide information to stakeholder groups regarding implementation of new initiatives
   - membership on the steering committee: ABCSS, PVPA, Secretary-Treasurers, BCTF including key subject area PSAs, BCSTA, business and labour representatives, post secondary representatives
   - Ministry project team consists of a small group of seconded or contracted secondary teachers and administrators plus curriculum, assessment, special education, French Immersion, and implementation specialists as required

6. **Native Education Advisory Committee**
   - Committee to provide advice to the Ministry regarding how the public school system can respond effectively to the learning needs of Native students
   - Members appointed by First Nations Secretariat

DETAILS OF THE WORKING PLAN

GOAL: Develop a curriculum and assessment framework that will focus on the individual learner and will reflect the new mandate statement and policy directions. This blueprint will guide the development of all provincial curriculum and student assessment practices.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Revise and reissue *Year 2000* document		• Review *Year 2000* for consistency with final program documents • Minor redraft of *Year 2000* document if required		

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• New education framework (*Year 2000: A Framework for Learning*) forms the basis for all new program development • Conference on education with the Business Council of B.C. (October 1990)	• New education framework used as the basis for all program development • *Year 2000* framework reviewed for consistency with the Primary, Intermediate, and Graduation program documents as they are finalized (Spring 1991) • Minor redraft of *Year 2000* document if required

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
Year 2000: A Framework for Learning	• New education framework (*Year 2000: A Framework for Learning*) forms the basis for all new program development (Fall) • Develop a Parent Handbook on *Year 2000* • Conference on education with the Business Council of B.C. (October 1990) • Participate in conference/seminar for universities and Advanced Education

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
	• Mid course review of *Year 2000* document in conjunction with the Primary and Intermediate Program • Minor redraft of *Year 2000* document if required			• Major review of Year *2000* document PROJECT COMPLETE

1992/93	1993/94
• New education framework used as the basis for all program development	• New education framework used as the basis for all program development

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Use the Parent Handbook in school level discussions	• Assist with the distribution of the Parent Handbook	• Follow-up on the Business Council of B.C. Conference

GOAL: Provide each child with basic literacy and numeracy skills and promote the personal and social growth of all children.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Optional use of Primary Program • Foundation & Resource Document issued	• Optional use of Primary Program & report card • All schools implement dual entry	• Required use of Primary Program & report card • P.R. Cards available	• Continue to implement the Primary Program	• Continue to implement the Primary Program

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Optional use of the Primary Program continues (September 1990) • Optional use of the Primary report card continues (September 1990) • Dual entry to be implemented in all schools (January 1991) • Assist in developing a plan for evaluating the Primary Program • Leadership activities planned to assist districts in implementing the Primary Program	• Required use of Primary Program • New report cards in use • Use of new permanent record cards begins • Continue to evaluate the Primary Program • Develop community information sharing strategies • Continue support to districts and regions • Ongoing support to teacher in-service • Regional Summer Institutes (Summer 1992) • Possible forum on dual and continuous entry

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • 4 Year structure policy and implementation • Dual Entry • Staffing • Facilities • Budget • Student record system	• Continue to provide funding in Fiscal Framework • Continue work on new facility standards
PROGRAM • Nature of the program • Curriculum components • Resources	• New primary curriculum, assessment, and resource materials (Primary Program Foundation, Resource and Summary Documents) available for optional use • Refine transition procedures between Primary and Intermediate Program • Ensure French Immersion and Programme Cadre de Français are consistent with Primary Program development • Support adaptation and reformatting of Primary Distance education materials to complement philosophy of Primary Program documents
ASSESSMENT • Assessment practices on entry • Standards and assessment support • Report cards and permanent record cards	• Develop and refine assessment and evaluation standards • Circulate report cards and develop permanent record cards • Assist in developing a plan for evaluating the Primary Program (with appropriate liaison) • Continue to develop the learner profile system • Continue to provide support for teachers regarding student evaluation
IMPLEMENTATION • Professional preparation for program • Information to community and pupils • Involvement with universities	• Develop a provincial information program to support districts or regions in communicating to parents, community groups, and educators • Support ongoing pre-service and in-service professional development • Support district professional preparation programs and colleges • Develop a resource package for teachers to assist in implementation of the program (e.g., organizational and management strategies) • Local Leadership Meetings • Support ongoing public communications

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Major report on the Primary Program released	• Begin revisions to the Primary Program	• Implement changes to the Primary Program	• Continue to implement changes to the Primary Program	PROJECT COMPLETE

1992/93	1993/94
• Continue to implement the Primary Program • Continue to refine assessment tools • Continue to evaluate the Primary Program • Continue support to districts and regions • Ongoing support to teacher in-service • Regional Summer Institutes (Summer 1993)	• Continue to implement the Primary Program • Continue to evaluate the Primary Program • Continue support to districts and regions • Ongoing support to teacher in-service • Regional Summer Institutes (Summer 1994)

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Determine dual entry needs and plans • Test application software for learner profiles • Determine school-level organization • Determine staff and facilities needs • Provide information for student record system	• State operational policy • Determine staffing budget • Determine space needs • Develop timelines for school and district activities • Set district policy regarding student records • Review facilities and revise capital plans	• Collaborate in the planning, organization, and delivery of in-service education at local and provincial levels and development of implementation strategies • Through EAC, review implementation program • Following reviews, EAC to advise on how to publicize successful programs
• Undertake professional readiness for Primary Program • Develop programs to address individual needs and learner driven interests • Participate in resources selection • Work with other staff to address school-based needs	• Set district policy on Primary Program • Assist schools to incorporate new directions • Develop appeal procedures • Establish procedures to select appropriate resources	• BCPVPA - consultation with principals of lead schools, handbooks and fact sheets
• Review assessment procedures and selected materials • In-service to use assessment strategies • Follow-up activities on report cards and interpretation to parents • Review report card format to determine any need for local modifications • Implementation of report cards	• Develop assessment policy and procedures	
• Participate in wide range of activities to help professionals prepare to implement Primary Program • Assist in dissemination of information to parents and pupils • Help trainees and new teachers understand and use Primary Program • Plan follow-up activities for staff training • Community information sessions and parent information sessions	• Planning and resource allocation for professional preparation at district level • Prepare to allocate specific funds from budgets for education and training (system implementation) in support of new initiatives • Assist professionals to attend implementation activities in support of new initiatives • Sponsor local information sessions • Plan & use assessment results & other indicators to review implementation • Provide sponsor teacher support to student trainees	• BCTF - training of facilitators, development of workshop materials and implementation assistance to school districts • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs • BCSTA - seminars and communications

WORKING PLAN #3
INTERMEDIATE PROGRAM

GOAL: Provide learning experiences which enable students to develop their individual potential, personal awareness, and understanding of the world in order to become responsible, educated citizens. Ensure program design is well articulated with the Primary and Graduation programs.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Draft Intermediate Program document available	• Responses received • Analyze responses and begin work on final document	• Final Intermediate Program document available • Optional use of Intermediate program	• Begin to implement the first two years of the Intermediate Program	• Begin to implement the third and fourth years of the Intermediate Program

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Draft Intermediate Program materials available for field study and pilot orientation (Fall 1990) • Begin development of curriculum and assessment materials (Fall 1990) • Begin development of new student report cards and permanent record cards (Fall 1990) • Responses to draft of Intermediate Program document received (April 1991) • Analyze responses to draft document • Begin work on final Intermediate program document • Work begins in Intermediate Development Sites • Regional Summer Institutes (Summer 1991) • Local Leadership meetings	• Major conference (October 1991) • Intermediate Program documents and resource materials available for optional use in schools • Intermediate student reporting materials and student permanent record systems available for optional use in schools • Intermediate Program structure finalized based on stakeholder response • Ongoing support to district and regions • Ongoing support to teacher in-service • Regional Summer Institutes (Summer 1992) • Assist in developing a plan for evaluating the Intermediate Program

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Intermediate Program policy and implementation • Transitions • Staffing • Facilities • Student record systems	• Determine provincial policy on Intermediate Program in consultation with EAC • Determine policy/guidelines to facilitate student movement from Program to Program • Review Fiscal Formula with regard to staffing • Funding consistent with policy/ guidelines • Provide general support for classroom student evaluation and funding for computers
PROGRAM • Nature of Program • Resources	• Develop with stakeholder response the program design • Determine articulation between program stages • Prepare program documents and resource materials incorporating current curriculum • Selection of recommended resources • Ensure French Immersion and Programme Cadre de Français are consistent with Intermediate Program development
ASSESSMENT • Entry • Assessment policy • Reporting	• Establish appropriate student assessment processes and descriptions of learning • Provide materials in support of sound assessment practices • Develop student reporting materials • Develop student permanent record systems
IMPLEMENTATION • Professional preparation for the program • Information to parents and students • Involvement with universities	• Develop a provincial information program to support districts or regions in communicating to parents, community groups and educators in consultation with stakeholders • Work with universities on professional issues • Support district or regional programs • Support efforts of provincially planned in-service activities • Articulate with universities and College of Teachers regarding certification • Directly fund specific in-service activities of provincial organizations • Consult with Independent Schools • Continue to assess and recommend resources to support the Intermediate Program • Support ongoing public communication • Support ongoing professional development and teacher in-service

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Begin implementation of the full Intermediate Program	• Continue to implement the Intermediate Program	• Continue to implement the Intermediate Program	• Major report on the Intermediate Program released	PROJECT COMPLETE

1992/93

- Use of the first two years of the Intermediate Program will begin in schools
- Optional use of the full Intermediate Program
- New Intermediate student reporting materials and student permanent record systems will be used
- Ongoing support to district and regions
- Ongoing support to teacher in-service
- Regional Summer Institutes (Summer 1993)
- Continued evaluation of the Intermediate Program

1993/94

- Begin use of the third and fourth years of the Intermediate Program
- Optional use of the full Intermediate Program
- Ongoing support to district and regions
- Ongoing support to teacher in-service
- Regional Summer Institutes (Summer 1994)
- Continued evaluation of the Intermediate Program

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Determine transition needs between programs • Apply and use appropriate software for student records • Determine staffing and resources needed • Implement student record policy • Develop school policy • Counsel students regarding Intermediate Program	• State operational policies • Determine staffing budget • Determine space needs • Develop timelines for school and district activities • Set district policy regarding student records • State district policy • Plan the organization and delivery of in-service education and training at local and district level	• Collaborate in the planning, organization, and delivery of in-service education and training at local and provincial levels through EAC
• Interpret and apply district and Ministry policy • Develop plan to ensure professional readiness for program delivery • Develop appropriate strategies to ensure learner-focussed classroom programs • Participate in selection of resources	• Develop district policy • Assist schools in readiness activities • Develop appeal procedures • Establish procedure to select appropriate resources to complement program needs	
• Develop comprehensive plan of action for all staff • In-service assessment practices • Implement new report cards and permanent record cards • Review report card format to determine any need for local modification	• Develop policy procedures • Review report card format to determine any need for local modifications	
• Participate in wide range of activities to help professionals prepare to implement the Intermediate Program • Help trainees and new teachers understand Primary Program and transition issues • Help trainees and new teachers understand Intermediate Program • Plan follow-up activities for staff training • Sponsor community information sessions and parent information sessions • Participate in major conference (October 1991)	• Implementation planning; schools, districts, and regions • Planning and resource allocation for professional preparation at district level • Assist professionals to schedule and to attend implementation activities in support of new initiatives • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Use examination results, other assessments and surveys to review implementation • Provide sponsor teacher support to trainees • Participate in major conference (October 1991)	• BCTF training of facilitators, development of workshop materials, and implementation assistance to school districts • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs • BCSTA - seminars and communications

GOAL: Provide learning experiences which enable students to develop their individual potential, personal awareness, and understanding of the world in order to become responsible, educated citizens as outlined in *Year 2000: A Framework for Learning* and other statements of Government policy.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Draft Graduation Program document available	• Response to draft Graduation Program document	• Foundation document for Graduation Program released	• Optional use of some components of Graduation Program begins • Initial release of Resource Manual components	• Optional use of components of Graduation Program continues • Continued release of Resource Manual components

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Ministry facilitates stakeholder groups' response to Draft Graduation Program document • Support regions and districts in responding to draft Graduation document (Spring 1991) • Responses to draft Graduation Program received (June 30, 1991)	• Foundation Document for Graduation Program distributed (January 1992) • Major conference (February 1992) • Revised graduation requirements announced • Resource Manual in progress • Orientation of stakeholder groups to Foundation Document following its release • Graduation Program project funds announced • Assist in developing a plan for evaluating the Graduation Program

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Program description • Staffing • Facilities • Business, labour and community links • Colleges, institutes, universities links	• Review provincial policy in consultation with EAC • Begin work on graduation requirements • Liaise with Ministry of Advanced Education, Training and Technology, colleges and universities regarding transition issues • Begin to develop general guidelines for business and community liaisons
PROGRAM • Nature of program • General Studies, Selected Options • Resources	• Begin to analyze early responses to draft Graduation Program document • Begin Resource Manual
ASSESSMENT • Provincial examinations and scholarships; school based assessments • Student reporting materials; student permanent record system	• Commence research and development of assessment instruments • Continue revision of Provincial examination process • Revise Provincial examinations to reflect the 'learner focus' nature of Graduation Programs
IMPLEMENTATION • Professional preparation for program • Information to community and students • Universities	• Develop a provincial information program to support districts or regions in communicating to parents, community groups, and educators in consultation with stakeholders • Work with universities on professional issues • Articulate entry to further training/ world of work • Collect follow-up information on graduates • Ministry supported implementation activities ongoing • Consult with Independent Schools • Continue to assess and recommend resources to support the Graduation Program • Local Leadership meetings • Follow-up from the Business Council of B.C. Conference • Support ongoing public communication • Support ongoing professional development and teacher in-service

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Optional use of components of Graduation Program continues • Continued release of Resource Manual components	• Incoming students on new Program requirements • Implementation of revised reporting, record keeping and Provincial assessment/ examination procedures begins	• First graduates on new Program requirements • Implementation of revised reporting, record keeping and Provincial assessment/ examination procedures continues	• Implementation activities continue • Major report on Graduation Program released • Graduation Program in place	PROJECT COMPLETE

1992/93	1993/94
• Optional use of some Graduation Program components begins • Field testing of student report cards, record keeping, and Provincial assessment/examination procedures begins • Graduation Program project funds continue • Implementation activities continue • Ongoing support to districts and regions continues • Ongoing support to teacher in-service continues • Regional Summer Institutes (Summer 1993)	• Optional use of Graduation Program components continues • Field testing of student report cards, record keeping, and Provincial assessment/examination procedures continues • Graduation Program project funds continue • Implementation activities continue • Ongoing support to districts and regions continues • Ongoing support to teacher in-service continues • Regional Summer Institutes (Summer 1994)

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Determine student entry needs and requirements • Select appropriate application software for student record systems • Participate in district consultation process • Counsel Intermediate students regarding the program • Determine structure and program offerings • Determine staffing needs • Plan for business, labor, community involvement and oversee student/business placements	• Develop timelines for school and district implementation activity • Plan programs to enable students to meet graduation requirements • Develop policy regarding movement into Graduation Program • Develop local policy on staffing • Set policy on district facility use • Set district student record policy • Plan for business, labour, community involvement • Establish district policies regarding computer software and systems • Review other district policies as required	• Plan the organization and delivery of in-service education and other strategies at local and provincial levels • Establish business/industry/education liaison capacity at provincial and local levels
• Review program direction and participate in selection of resources	• Establish local guidelines on programs • Establish procedures to select appropriate resources	
• Follow-up activities and interpretation to parents • Assessment procedures and materials for examinations and scholarships • Student reporting materials and student permanent record system	• Ensure assessment procedures are revised at school levels	
• Ensure widespread discussion of draft document • Participate in wide range of activities to help professionals prepare to implement the Graduation Program • Plan follow-up activities for staff training • In cooperation with districts, sponsor community information sessions and parent information sessions • Participate in major conference (February 1992)	• Ensure widespread discussion of draft document • Implementation planning; school, district, region • Planning and allocation of resources for professional preparation at district level • Assist professionals to schedule and to attend implementation activities, and by agreement allocate non-instructional days for districts in support of new initiatives • Provide sponsor teacher support to student teachers • Sponsor community information sessions and parent information sessions • Provide feedback and direction to universities on quality of new teachers • Participate in major conference (February 1992)	• Ensure widespread discussion of draft document • College of Teachers to discuss certification procedures • Maintain communication links between component parts of program • Faculties of Education, with the approval of the College of Teachers, modify teacher education programs • BCTF training of facilitators, development of workshop materials and implementation assistance to districts • Participate in major conference (February 1992) • BCSTA - seminars and communications

GOAL: Develop an assessment, evaluation, and standards framework in support of the Primary, Intermediate, and Graduation programs, with a focus on authentic assessment and evaluation techniques phased in over a ten year period.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
Accreditation Review	• Pilot accreditation revisions	• Field Studies • Continue revisions	• Introduce revised materials	• Introduce revised materials
Provincial Learning Assessment Program Mathematics	• Science	• Language Arts	• Fine Arts	• Practical Arts
Standards Setting Research	• Continue research and model development	• Continue development	• Mathematics and Language Arts Primary	• Develop Intermediate Model
Examinations Develop model		• Begin to develop a new model of examination delivery	• Continue and develop performance assessment measures	• Pilot performance measures and develop computer-based model
Reporting Permanent report cards & student report cards committees formed	• Develop new permanent record cards • Develop student report cards for Intermediate and Graduation Program	• Permanent record cards available for use by schools • Student report cards available for Intermediate and Graduation Program	• Completed • Completed	

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
Accreditation • Review Primary and Secondary Accreditation process • Introduce revised materials re: Primary Program • Conduct Accreditations	• Review of 1990/91 revisions • Schedule an expanded number of primary schools • Revisions to accommodate all three Programs
Research Program • Research Agenda in support of policy directions • Develop a grant program in support of policy directions research • Identify student performance and education system effectiveness indicators • Draft discussion paper on student retention and Education System effectiveness • Develop a resourcing program in support of policy directions research	• Review research agenda and revise • Field test indicators • Develop student retention model
Provincial Learning Assessment Program • Science Assessment as pilot for future Assessment	• Language Arts Assessment • Develop Fine Arts Assessment • Report on Science Assessment
Standards Setting Process • Background research	• Model development and start material acquisition and development
Provincial Examination Program • Development work on unitization and use of item banks and performance measures • Introduction of English 12 as a scholarship subject • Feasibility study on use of computer adaptive testing • Examinations scheduled 3 times per year	• Development work continues • Study ways to increase flexibility of examination schedule
Learner Profile System • Fund Stage 2 Learner profile Demonstration Project	• Adoption of Learner profile to Intermediate and Graduation Programs
Student Level Reporting • Form committee of shareholders to advise on development of new permanent record cards • Student report cards developed for Intermediate & Graduation Program	• P.R. cards available for use by schools • Monitor use Intermediate - Graduation Program report cards

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Review	• Review	• Pilot revisions	• Introduce revised materials	• Continue
• Sciences	• Humanities	• Fine Arts	• Practical Arts	• Sciences
	• Continue development of Intermediate and start Graduation	• Implement Intermediate and continue Graduation	• Implement Graduation Program	• Review and refine
• Develop scholarships in non-examination areas • Expand to other subject areas	• Continue development and pilot new examination techniques	• Review and refine • New examination model implemented		• Review and refine

1992/93	1993/94
• Introduce revised materials	• Introduce revised materials
• Review and revise • Review and revise as necessary • Field test and review model	• Use student performance indicators • Implement student retention study
• Fine Arts Assessment • Develop Practical Arts Assessment • Report on Language Arts Assessment	• Practical Arts Assessment • Develop Humanities Assessment • Report Fine Arts Assessment
• Continue development and pilot mathematics and Language Arts - Primary	• Develop Intermediate and Graduation model • Gather data on Primary
• Develop performance measures in provincial and scholarship examination	• Continue pilot
• Monitor Learner Profile use	• Continued
• Completed	
• Completed	

ASSESSMENT, EVALUATION, AND STANDARDS
CONTINUED ON NEXT PAGE

ASSESSMENT, EVALUATION, AND STANDARDS (Continued)

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
Program Overview	Publish Standards Document (Winter 1991)
Accreditation • Revise materials and process • Training • Schedule Accreditations • Establish Accreditation Committee	• Provide revised booklets • Arrange and manage training sessions • Develop schedule of accreditations • Review quality and effectiveness of school improvement plans • Continue long term review of accreditation process
Research Program • Identify research issues and undertake research relating to the *Year 2000*. Topics include: - cost effectiveness - student retention - student performance indicators - gender equity and multiculturalism	• To initiate and manage research projects on topics relating to *Year 2000* • To continue a research grant system in support of key goals
Provincial Learning Assessment Program (PLAP) • Adapt PLAP to provide descriptions of what students can do (to assist standard-setting) • Research ways to provide assessment by strand • Research ways to provide cohort assessments (samples of students assessed on all four strands, and tracked over a period of time)	• Manage the adaptation of the PLAP program • Manage the delivery of the PLAP program
Provincial Examinations Program • Develop models for the incorporation of Performance and/or Portfolio Assessment techniques into the examination process • Research the feasibility of use of computer adaptive testing as part of the examination process • Develop a model for maximizing flexibility of examination scheduling • Develop new assessment techniques in response to the Graduation Program requirements	• Manage the development of a revised provincial and scholarship examination program to reflect the requirements of the Graduation Program
Learner Profile System • Provide support for development and implementation of learner profiles at the intermediate levels and for Special Education students	• Support the Learner Profile demonstration projects
Student Level Reporting • Develop revised permanent record cards, consistent with the requirements of the three programs • Develop student report cards consistent with the Intermediate-Graduation Programs	• Initiate and manage the development of revised permanent record cards • Initiate and manage the development of student report cards
Program Evaluation • Develop a framework for reviewing the three programs • Field-test the Primary Review Framework	• Initiate and manage the development of review frameworks • Prepare a preliminary report on a concept framework for assessment and evaluation

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)
Review Standards Document	Review Standards Document
• Provide input to review process • Prepare self assessments • Participate in training sessions • Develop and implement of school improvement plans	• Assist school participation in accreditation process • Take part in visiting accreditations • Pay for visiting accreditation teams • Provide feedback on process
• Participate in collaborative research projects	• Facilitate research projects in districts
• Participate in the data collection of PLAP • Participate in the interpretation and standard setting panels	• Facilitate obtaining the samples for PLAP • Facilitate the involvement of teachers in interpretation panels and standard-setting panels
• Assist in providing feedback to the Ministry regarding the examination process	• Facilitate the involvement of teaching personnel in examination development and review
• Assist in the development and refinement of learner profile systems	• Facilitate the development of learner profile systems by providing hardware for pilots
• Provide feedback to the Ministry on requirements for permanent record cards • Provide feedback to the Ministry on requirements for student report cards	• Facilitate the provision of feedback from teachers • Facilitate the district to district transfer of student permanent record cards • Facilitate teacher feedback process
• Provide feedback on the evaluation framework	• Facilitate the feedback process

WORKING PLAN #3
PROGRAM EVALUATION (NEW INITIATIVE)

GOAL: To monitor changes to the school system to ensure that the implementation remains true to the original objectives and policies, and that it is effective.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
New Royal Commission initiative	• Organize Formative Reviews for each Program in the *Working Plan*	• Commence Formative Reviews for appropriate programs	• Commence Formative Reviews for appropriate programs	• Commence Formative Reviews for appropriate programs

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
Program Evaluation • Organization of Formative Program Reviews to nourish program development and implementation, with provision for summative report outs at mid-decade and end of decade • Establish Advisory Committee involving stakeholders, researchers, and the community	• Organization of Formative Program Reviews to nourish program development and implementation, with provision for summative report outs at mid-decade and end of decade.
Primary Program • Draft formative program review framework (FPRF); Ministry working group (Fall 1990) • Stakeholders review (Spring 1991) • FPRF by April 30, 1991 • Framework field studies (May-June 1991)	• First reviews conducted at volunteered sites (Fall 1991) • Results and conclusions analyzed (December 1991) • Conclusions to the field for consideration
Intermediate Program (tentative) • Team responses to foundation and collation • Analysis and rewrite	• Draft program review framework; Ministry working group (Fall, 1991) • Stakeholders' review of FPRF (Spring 1992)
Graduation Program • Team responses to foundation and collation • Analysis and rewrite	• Draft program review framework; Ministry working group (Spring 1992)

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS	• Ministry Program leaders establish FPRF for each program identified in the Working Plan
Program Evaluation Establishment of a Formative Program Review Framework [FPRF] for each program identified in the Working Plan, leading up to report out at mid-decade	• Voluntary participation and use of sampling technique. Provide definitions and obtain clarity for formative review" and "summative report out" • Begin planning for major report out for mid-decade • Provide EAC with framework plan for each Year 2000 Program (Spring 1991)
Primary Program Formative Program Review Framework leading up to report-out at mid-decade	• Define and clarify FPRF-formative, provincial perspective; voluntary school sites to sample • Establish program review working committee • Facilitate shareholder review of FPRF • Facilitate FPRF field studies • Submit FPRF to EAC (Spring 1991)
Intermediate Program Formative Program Review Framework leading up to report-out at mid-decade.	• Define and clarify FPRF-formative, provincial perspective; voluntary school sits to sample • Establish program review working committee
Graduation Program	• Team responses to foundation and collation • Analysis and rewrite • Draft program review framework; Ministry working group (Spring 1991)

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
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1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Major report released	• Continue Formative Program Reviews	• Continue Formative Program Reviews	• Continue Formative Program reviews	• Major report released PROJECT COMPLETE

1992/93	1993/94
• Facilitate Program Reviews	• Facilitate Program Reviews
• Annual program review conducted • Results analyzed • Mid-course adjustments	• Annual program review conducted • Results analyzed • Mid-course adjustments
• Field studies (Fall 1992) • Reviews conducted at volunteered sites (Spring 1993) • Results analyzed (Spring 1993) • Results and conclusions published (June 1993)	• Annual program review conducted • Results analyzed • Mid-course adjustments
• Shareholder's review of the FPRF (Fall 1992) • Field studies (Spring 1993)	

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Response opportunity to Formative Program Review Framework	• Response opportunity to Formative Program Review Framework	• Response opportunity to Formative Program Review Framework
• Response opportunity to Formative Program Review Framework	• Response opportunity to Formative Program Review Framework	• Response opportunity to Formative Program Review Framework

GOAL: Curriculum and programs will respond to growing cultural diversity of learners. Cultural understanding and respect among students will be promoted. All students will understand the values of their cultural heritage and be prepared to contribute to Canadian society.

ENGLISH AS A SECOND LANGUAGE

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Begin development of E.S.L. Curriculum Guides and revise E.S.L. Resource Book	• Continue to develop E.S.L. Curriculum Guide • Complete E.S.L. policy • Draft Administrator's Resource Book	• Complete E.S.L. Curriculum Guide • Select curriculum resources for E.S.L.	• Implementation of policy • Develop assessment materials	• E.S.L. policy fine tuning • E.S.L. materials developed

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Develop and pilot learning materials for E.S.L. (1990-1992) • Draft Administrator's Resource Book • Review E.S.L. Policy • Develop E.S.L. program evaluation material • Develop coordinated presentations with other Ministries to seek additional federal funding for E.S.L. • Cooperation to produce learning materials related to immigration	• Administrator's Resource Book approved • E.S.L. policies revised and distributed • Review and select curriculum resources for E.S.L. • Produce learning materials. • Develop coordinated presentations with other Ministries to seek additional federal funding for E.S.L. • Renewed activities re: federal funding

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
	Policy Development • Review E.S.L. Policy. (Spring 1990) **Program Development** • Produce revised Administrator's Resource Book for E.S.L. Programs (Spring 1991) • Assist districts in developing and maintaining quality E.S.L. programs • Produce revised Program Resource Book for teachers • Develop E.S.L. program evaluation material **Curriculum Development** • Develop E.S.L. Curriculum Guides. (Spring 1991) **Curriculum Resources** • Revise E.S.L. Resource Book 1986 (Fall 1990) • Review and select curriculum resources for E.S.L. (1991-1992) • Conduct implementation activities. (1990-1991) • Produce learning materials (1990-1993) • Select and develop placement and assessment materials for E.S.L. students (1991-1992) **Interministerial Cooperation** • Develop coordinated presentations with other Ministries to seek additional federal funding for E.S.L. (1990-1992) • Develop with other Ministries learning materials to mark pertinent events: e.g., Immigration Week (1990-1991)

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Review E.S.L. policy implementation • Review E.S.L. Resource Book	• Refine assessment materials	• Review E.S.L. Policy • Review E.S.L. Resource Book	• Review Curriculum guides for E.S.L. • Review assessment materials	• Ongoing reviews PROJECT COMPLETE

1992/93	1993/94
• Review and select curriculum resources for E.S.L. • Produce learning materials. • Renewed activities re: federal funding	• E.S.L. policy fine tuning • E.S.L materials developed • Produce learning materials • Review federal funding activities

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Participate in in-service • Review school practices • Share information regarding exemplary programs with colleagues	• Develop timelines for school and district activities • Develop and participate in in-service activities • Review district policies • Support innovative projects	• Plan and assist in the delivery of quality programs at local and provincial levels • Provide networks for those involved in E.S.L. • BCTF E.S.L. PSA: - maintain E.S.L teacher network - publishes E.S.L. resource directory - E.S.L. annual conference

LANGUAGES AND MULTICULTURALISM CONTINUED ON NEXT PAGE

MULTICULTURAL EDUCATION

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Initiate sharing network re: programs and materials	• Develop multicultural/ race relations policy	• Adopt multicultural/ race relations policy	• Implement multicultural/ race relations workshops • Call for resources to support multiculturalism	• Implementation plan articulated for employment equity

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Develop multicultural and race relations education policy response draft for consideration by Ministry of Education • Collect exemplary multicultural and race relations policies to school districts • Formalize working relationships with other Ministries on multicultural and race relations education • Provide grants to school districts for Multicultural Week initiatives • Develop regional workshop on assessment and placement of minority students • Develop a video tape on multicultural and race relations education	• Multicultural and race relations education policy adopted by Ministry of Education • Develop workshop on multicultural and race relations education for curriculum development and resource personnel • Implement provincial conference on multicultural and race relations education

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
	Policy Development • Establish Multicultural Education and Race Relations Guidelines (August 1990) • Establish an initial working relationship with other Ministries in order to identify and address race relations issue (May 1990) **Curriculum** • To develop an issue paper and to establish a consultative procedure between Languages and Multicultural Programs Branch, Learning Resources Branch, and International Education Branch regarding Multiculturalism (April 1990) • Circulate information about exemplary Multicultural Programs and materials to school districts (March 1990) • Circulate information about exemplary multicultural and race relations policies to school districts (September 1990) • Develop a video tape on multiculturalism (February 1991) • Provide grants for Multicultural Week (January 1991) • Ensure that the equivalent of the Citizenship Training Program is incorporated into Ministry programs **In-service** • Establish a network for implementing Multicultural Education, Race Relations & Cross Cultural Communication Workshops (February 1990) • To address the issue of assessment and placement of minority students by providing in-service relevant to counsellors' needs (June 1990)

1994/95	1995/96	1996/97	1997/98	1998/99
• Develop multicultural/ race relations network	• Stakeholder groups develop multicultural/ race relations guidelines	• Review policy implementation progress	• Review employment equity initiative	• Report produced PROJECT COMPLETED

1992/93	1993/94
• All divisions within the Ministry of Education develop goals and objectives related to multicultural and race relations education • Multicultural and race relations education workshops implemented for all Ministry of Education staff • Ministry workshop on identifying systemic barriers initiated • Ministry team process initiated to identify systemic barriers • Process for identifying systemic barriers shared with stakeholder groups • Initiate call for multicultural resources	• Implementation plan articulated for employment equity • Training programs on employment equity identified and implemented in regional workshops

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-93/94)
• Become involved in in-service opportunities • Incorporate multicultural and race relation ideas in classroom programs • Develop school policies regarding multiculturalism and race relations education • Review school practices • Share information regarding exemplary programs with colleagues	• Develop timelines for school and district activities • Develop district policies regarding multiculturalism and race relations programs • Review hiring and promotion practices for teaching and non-teaching staff, to address employment equity practices • Support innovative projects in districts	• Plan and assist delivery of programs at local and provincial levels • BCPVPA - develop awareness modules and offer seminars to administrators • BCTF - Program Against Racism: - deliver program to members - maintains a network

LANGUAGES AND MULTICULTURALISM
CONTINUED ON NEXT PAGE

HERITAGE LANGUAGES

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Develop Heritage Language guidelines	• Draft Heritage Language policy	• Fund district Heritage Language initiatives • Heritage Languages policy developed	• Program evaluation • Heritage Language requirement for graduation	• Implement Heritage Language teacher training

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91

- Develop Heritage Language policy response draft for consideration by Ministry of Education
- Distribute request for Heritage Language proposals
- Provide grants to school districts for Heritage Language programs
- Assist school district curriculum committees in developing Heritage Language programs

1991/92

- Provide funding to district Heritage Language initiatives
- Establish a framework for promoting Heritage Languages
- Develop an evaluation plan for the Heritage Language programs
- Heritage Languages policy developed

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
	Policy Development • Develop heritage languages guidelines at the primary and early intermediate years (Fall 1990) • Allocate monies to school districts for pilots (April 1991) **Curriculum** • Assist school district curriculum committees in developing Heritage Language pilots (April 1991 - June 1992) • Provide assistance to Heritage Language pilot programs (September 1991) • Develop a plan to evaluate pilot programs (April 1991 - June 1992) **In-service** • Establish a framework for promoting Heritage Languages (May 1991)

1994/95	1995/96	1996/97	1997/98	1998/99
• Finalize Heritage Language guidelines for the Graduation Program	• Develop Heritage Languages Bursary Program	• Implement cultural exchange program	• Long-term evaluation • Multilingual services available via technology	• Summary report on Heritage Languages PROJECT COMPLETE

1992/93	1993/94
• Complete evaluation of program initiatives • Address language requirement for graduation • Heritage Language policy adopted by Ministry of Education • Evaluation of programs completed • Provincial conference on Heritage Languages initiated	• Heritage Language teacher training implemented • Heritage Languages funding incorporated into Block Funding

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Review guidelines • Develop pilots and apply for resources • Provide assistance to pilots • Evaluate pilots	• Develop timelines for school and district activities • Review guidelines • Develop pilots and apply for resources • Provide assistance to pilots • Evaluate pilots	• Plan and actively assist delivery of programs at local and provincial levels • BCSTA - develop policy

LANGUAGES AND MULTICULTURALISM CONTINUED ON NEXT PAGE

FRENCH AS A SECOND LANGUAGE

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Completion of draft French Second Language (FSL) Curriculum and Assessment Guide	• Incorporate responses into the final guide • Completion of FSL Curriculum and Assessment Guide	• Reformat Intermediate FSL into program document	• Implementation of *Year 2000* FSL recommendations	• Implementation of *Year 2000* FSL recommendations

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Completion of final French Second Language (FSL) Curriculum and Assessment Guide • Intermediate Year 1, 2, 3, 4 optional • Intermediate Year 5 required	• Intermediate Year 1, 2, 3, 4 optional • Intermediate Year 5 required

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
	• Liaise with MAETT and universities re: pre-service and in-service education.

1994/95	1995/96	1996/97	1997/98	1998/99
• Implementation of *Year 2000* FSL recommendations	• Implementation of *Year 2000* FSL recommendations	• Implementation of *Year 2000* FSL recommendations	• Implementation of *Year 2000* FSL recommendations	PROJECT COMPLETE

1992/93	1993/94
• Intermediate Year 1, 3, 4 optional • Intermediate Year 2, 5 required	• Intermediate Year 1, 4 optional • Intermediate Year 2, 3, 5 required

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Participate in in-service training • Review school practices • Share information regarding exemplary programs with colleagues	• Develop timelines for school and district activities • Participate in in-service training • Review district policies • Support innovative projects	• Plan and activity assist delivery of quality programs at local and provincial levels

GOAL: Provide students and teachers with opportunities to develop skills, knowledge, and understanding which will enhance international cooperation, a sense of global citizenship, and a well informed perspective on international affairs.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Finalize Pacific Rim program	• Extend participation in Pacific Rim Education	• Schools begin to assume responsibility for planning and operating international programs	• Ongoing program coordination and development	• Ongoing program coordination and development

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Provide an international path in the Graduation Program • Provide an implementation program for Pacific Rim curriculum • Provide overseas immersion programs and extend overseas study tours for students and teachers • Increase number of teacher exchanges overseas students	• Extend the number of overseas study tours for teachers and students to 300 students and 300 teachers • Involve other governments and business community in Pacific Rim programs • Reformat Japanese and Mandarin for the Intermediate Program • Develop assessment instrument for Japanese and Mandarin for challenge purposes • Ensure overseas students can obtain credit for language competence • Ensure international issues are addressed in the Graduation Program

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
Curriculum Development	• Provide an implementation program for Social Studies, economics, business, Japanese, and Mandarin • Provide resources to support curriculum initiatives
Languages	• Provide overseas Immersion programs for students and teachers • Articulate with post-secondary institutions re. training of teachers for Japanese and Mandarin languages • Articulate secondary and post-secondary language programs • Finalize resource books for Mandarin and Japanese • Evaluate resources for Japanese and Mandarin • Draft policy regarding credit for language competence as part of graduation requirements
Overseas Study	• Overseas study tours for teachers and students. Primary destinations are Japan, Taiwan, Thailand, Malaysia, China, South Korea, and Germany • Establish rules for financial support of overseas study tours
Teacher Exchanges	• Continue teacher exchanges
International Teaching Assignments	• Continue organizing international teaching assignments • Develop proposed centre for international education and teacher preparation
Pacific Rim Scholarship Program	• Continue to support Pacific Rim scholars • Increase community participation and involvement with the program • General review of student exchange programs
School Twinning	• Continue to encourage twinning opportunities • Establish rules for financial support of twinning
Overseas Students in B.C. Schools	• Continue recruitment of overseas interests as fee-paying students in B.C. • Facilitate start-up of two independent private schools for foreign students • Continue support for student exchange programs • Obtain better information about existing exchanges
Program Evaluation & Improvement	• Conduct a small self-study of projects. Evaluation occurs and, as a result, projects improve
Academic Community	• Build and organize academic support for international education • Consider support for an academic center with which to organize research and development agenda
National Initiatives (these originate from at least CMEC, Secretary of State, Employment and Immigration and CIDA)	• Identify relevant initiatives • Coordinate Ministry activity across all national initiatives • Where possible, organize these to be consistent with the provincial agenda e.g., Graduation Program development • Where possible, help to communicate the agendas to relevant stake holder groups • Identified initiatives include: - Global Education Project (CIDA): Ministry assists with funding - Stay in School Initiative (CEIC): Ministry provides data to CEIC - Student Achievement Indicators Project (CMEC): Ministry provides advice - TIMMS/TISS Third International Assessment of Math and Science: Ministry provides advice, sample selection - Canadian Education Statistics (Statistics Canada/CMEC): Ministry provides data

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Ongoing program coordination and development	• Ongoing program coordination and development	• Ongoing program coordination and development	• Ongoing program coordination and development	PROJECT COMPLETE

1992/93	1993/94
• Program review	• Programs adjusted as a result of review

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-93/94)
• Ensure use of materials	• Local development of materials through greater participation • Better use of personnel with international experience	
• Ensure use of materials • Assist with program planning and operation	• Make programs available when possible • Provide opportunities and support	• Make use of language skills in employment • Assist with overseas placements where possible • Universities recognize Asian languages for entrance requirements • Financial support from business community
• Take part in programs and use expertise of returning teachers and students		
• Take part and take advantage of returning expertise	• Support teacher exchanges	
• Take advantage of returning expertise	• Support international teaching assignments	
• Encourage students to apply • Plan to use returning expertise		• Support its program • Financial support from business community
• Develop twinning and extend opportunities which attract twinning		
• Like overseas students to regular program • Utilize expertise of foreign students • Get students involved in exchanges • Use experience of returning students	• Acceptable fee-paying students where possible	• Involve overseas students in community affairs • Assist with country and development
• Deal with study results to improve programs		
• Ensure all activities, local, provincial, and federal, are consistent with new programs		• BCTF will provide curriculum material and in-service • CEIC develops projects
• Provides advice when called upon • Participates when possible	• Provides advice • Participates when possible	• Provide advice • Participates when possible
• Uses results to improve programs	• Uses results to improve programs	• Uses results to improve programs

GOAL: Achieve gender equity in curriculum and learning materials. Achieve equity in policies and practices in the education system.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Establish Women's Programs Advisory Committee	• Begin development of guidelines for implementing gender equity	• Guidelines for implementing gender equity completed	• Support initiatives directed at implementing gender equity	• Support initiatives directed at implementing gender equity

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91

- Establish a Gender Equity Advisory Committee
- Work with districts to develop strategies for encouraging students to enter non-traditional occupations (Fall 1990)
- Develop guidelines for curriculum committees on removal of gender bias in:
  - curriculum
  - resource and assessment materials
- Identify exemplary hiring and promotional practices in school districts
- Work with Ministry Responsible for Women's Programs to develop consistent government policy to address employment inequities

1991/92

- Establish non-sexist language policy for all education programs, documents, and communications
- Develop guidelines for implementing gender equity in:
  - classroom practice
  - hiring and promotional practices in the school system
  - vocational counselling in the schools
- Support educational organizations in implementing gender equity
- Support teacher education initiatives that address gender equity
- Develop guidelines for monitoring changes relating to the implementation of gender equity

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Curriculum and learning materials • Recruitment, hiring, and promotional practices • Leadership programs	**Fall 1990** Curriculum & Learning Materials: • Work with school districts to expand career counselling programs which encourage students to enter non-traditional occupations • Continue to sponsor workshops to encourage participation of girls in mathematics and sciences • Survey availability of training materials on eliminating gender bias in teaching. Make available to districts • Identify language issues as they relate to gender equity and establish a policy to use only non-sexist language in all educational programs Leadership Program: • Develop guidelines for a bursary program • Designate at least two existing positions as bridging positions within the Ministry (Annual) Recruitment, Hiring, and Promotional Practices: • Begin implementation of action plan for Women's Advisory Committee • Update analysis of Ministry personnel by gender • Determine additional data needed to effectively monitor staffing patterns in the educational system **Spring 1991** Curriculum & Learning Materials: • Prepare information packages for school districts on material and guidelines available for implementing gender equity • Provide guidelines to school boards for reviewing and selecting non-fiction library holdings • Develop student information about non-traditional career opportunities • Develop guidelines for curriculum and resource committees on removal of gender bias in curriculum content, teaching practices, and learning materials • Ensure gender balance on curriculum committees • Work with curriculum committees (ongoing) • Review action plans based on new data and progress toward goals Leadership Program: • Participate in joint CMEC/Ministers in charge of Status of Women meeting • Review and revise bursary initiative programs in light of results Recruitment, Hiring and Promotional Practices: • Provide grants to support exemplary policies/practices in school system to women in leadership roles • Develop guidelines for school districts on non-biased hiring and promotional practices • Participate in College of Teachers discussions re. certification

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Support initiatives directed at implementing gender equity	• Support initiatives directed at implementing gender equity	• Support initiatives directed at implementing gender equity	• Evaluate the implementation	PROJECT COMPLETE

1992/93

- Support educational organizations in implementing gender equity
- Develop guidelines for teacher education in relation to gender equity
- Establish structure and evaluate changes related to implementation of gender equity

1993/94

Continue four initiatives:

1. Implement gender equity within the Ministry which includes staff and policy development
2. Work with educational organizations to encourage gender equity
3. Monitor development of curriculum, learning resources, and assessment strategies; adjust guidelines where necessary
4. Monitor changes in education that relate to gender equity

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Become more informed regarding non-traditional career options • Participate in workshops • Review student management procedures to ensure gender equity	• Develop training plan • Incorporate training materials when appropriate	Develop programs to reinforce initiatives • Participate in and contribute to committees • BCTF - Status of Women program Provide services to teachers, students, counsellors, and a network of community agencies concerned with the status of women and girls in education including: - workshops and presentations - provision of curriculum aids - annual training conference
	• Establish local committees to generate local interpretations, definitions, and initiatives • Regional workshops that support the development of leadership	
• Review teaching practices to ensure they are gender neutral	• Develop action plans for ensuring gender equity • Regional workshops that support the development of leadership skills for women	• Develop policy and position statements if none in place • Trustee seminar on development of equitable staff recruitment, hiring, and promotion policies at Vancouver 1991 BCSTA conference
• Review non-fiction library materials and acquisitions for gender bias • Distribute student information • Ensure counsellors informed	• Review non-fiction library materials and acquisitions for gender bias • Develop in-service activities for teachers and counsellors • Plan in-service for all teachers on elimination of gender bias in teaching	
• Review teaching practices to ensure they are gender equitable	• Develop policies to promote gender equity • Adjust expenditures to reinforce initiatives • Develop innovative project proposals • Examine M/F ratios of counsellors, school/district administrators, and teachers by subject and grade • Review hiring and promotional practices which ensure gender equity • Disseminate packages and plan related to training	• Plan and assist delivery of programs at local and provincial levels • BCSTA - employee relations

GOAL: Assist students with special needs to attain their maximum potential through the provision of support services, as necessary, through the efforts of the appropriate Ministry.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Protocols with other Ministries developed and published	• Finalize revised agreement with Ministry of Health re: auditory training equipment	• Expand implementation of Child Mental Health and School Health Inspection protocol	• Expand implementation - Physiotherapy and Occupational Therapy protocols	• Expand implementation • Continue implementation of prior protocols

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91

Protocol Tracking & Refinement
- Finalize revised agreement with Ministry of Health re. auditory training equipment
- Review data collection process for tracking & revise as necessary (ongoing)
- Participate in Inter-Ministerial Children's Committees as per Ombudsman's report

Curriculum & Learning Materials
- Revise Special Education guidelines
- Begin adapting P.E. in curriculum revision of practical arts strand
- Develop and implement School Psychology and Speech Therapy Resource Books
- Complete, issue, and implement Rehabilitation Resource Manual
- Issue "Visually Impaired Students in Regular Classroom" resource book (Primary-Early Intermediate).
- Issue Resource Guide for Containment Centres

1991/92

Protocol Development, Tracking & Refining
- Expand implementation of Child Mental Health protocol and School Health Inspection protocol
- Development of joint guidelines for field as required - Child Mental Health and School Health inspection with the Ministry of Health
- Continue to refine tracking mechanisms
- Review and revise policies on equipment for special needs students as required

Adapted Curriculum & Materials
- Work with Practical Arts Committee to produce support documents
- Continue work with Intermediate and Graduation team on Foundation documents
- Develop Speech Pathology Resource documents
- Complete revision of resource document "Hearing Impaired Child" in regular class

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Tracking and refining existing protocols • Enhancement of services from support ministries as required for implementation (contingent on resources and available and trained personnel valuable) • Preparation of Ministry of Education budget adjustments to meet requirements of protocols • Develop adjusted Curriculum and Learning Materials for special needs students • Maintain existing programs and services to special needs students	• Finalize revised agreement with Ministry of Health re. auditory training equipment • Provide A.T.E. equipment for eligible students with hearing impairment • Provide braille and large print books and examinations to eligible students with visual impairment • Revise Special Education Guidelines • Develop and issue guidelines re. school counselling services • Revise data system components to reflect key indicators of service delivery through protocol agreements. Identify potential cross-ministry data for tracking purposes • Plan reactivation of Inter-Ministerial Children's Committees (IMCC) at the local and regional level • Identify appropriate indicators of support service delivery in School Accreditation documents • Issue Containment Centre Curriculum Resource Document • Track delivery of in-school support services for Level II and III students • Transfer technology component of PRCVI to SET – B.C. • Participate in development of inter-ministerial submission on Technical Aids for the disabled • Submit joint recommendations with Health arising from report of Expert Committee on Speech Pathology • Review the availability of Speech/Language Pathologists • Complete, issue and implement Rehabilitation Resource Manual • Review subsequent budgetary requirements for implementation with support Ministries, and adjust as necessary • Annual review of Provincial Resource Programs • Participate in the 'Challenges and Changes' conference (November 1990) • Participate in the 'Inter-Dependency of Health and Education Conference (February 1991) • Meet with Administrators of Special Education (February 1991) • Participate in the 'Focus '91 – Integration – A Shared Responsibility' (April 1990) • Participate in other regional or local conferences

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Implement remaining protocols • Continue implementation of prior protocols	• Implement remaining protocols • Continue implementation of prior protocols	• Implement remaining protocols • Continue implementation of prior protocols	• Implement remaining protocols • Continue implementation of prior protocols	PROJECT COMPLETE

1992/93

Protocol Tracking, Refinement, and Implementation

- Expand implementation - Physiotherapy and Occupational Therapy protocols
- Development of joint guidelines for field as required (OT/PT)
- Continue to refine tracking mechanisms
- Continue to maintain data and accreditation information
- Implement Speech Pathology Resource Document

1993/94

Protocol Tracking, Refinement, and Implementation

- Expand implementation - Policing in Schools and on School Property protocols, General Health Services protocol
- Continue implementation of prior protocols at or near target levels
- Review programs in Hospitals and Treatment settings

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Maintain records of ATE equipment on loan/required	• Conduct needs assessment as required. Refer students as needed	• BCTF and BCSTA brief to Ministry of Health • Review direct services provided • Provide input for policy development • Co-ordinate efforts with inter-ministerial services available to ensure articulation
• Review programs based on guidelines	• Review policies as needed	
• Provide data as required • Use information available as guidance • Education process at school and district level	• Use local data in co-operation with local inter-ministerial committees	
• Use accreditation documents	• Act on accreditation recommendations • Plan in-service as required • Work with local Health Units/Health Departments staff to initiate training • Ensure all staff performing Level II and III Health Procedures have been trained • Refer students as appropriate • Enable implementation activities	• Support needed staff training • Support implementation activities
• Response to draft • Participate in necessary training • Participate in implementation activities		

WORKING PLAN #3
NATIVE EDUCATION

GOAL: Increase the relevance and responsiveness of the schools system to Native students. Increase awareness of Native culture among all students. Help to ensure that First Nations children retain and preserve their linguistic and cultural heritage. Help to ensure parity of achievement for Native students in the public school system.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Ongoing infusion of Native history and culture into curriculum	• Establishment of Local Agreements as viable option to the Master Tuition Agreement	• First Nations language and culture integral part of Primary and Intermediate programs	• MTA expires • Major focus on awareness in the field	• Policy review • Review of student level data

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Finalize long term action plan for First Nations education • On-going infusion of First Nations history and culture into provincial programs • Pilot second year of generic First Nations language model • Establish a clearinghouse for locally developed First Nations learning resources • Culture awareness training for teachers provided in workshops • Facilitate the establishment of local agreements	• Review Master Tuition Agreement and develop strategy paper • Response draft of Native Studies G2 distributed to field • Native Awareness for Teachers and for Administrators modules contracted • Review of First Nations policies • First Nations "Language Nest" model developed, for Primary Program • Develop a native awareness resource book for the Intermediate program • Develop B.C. based transitional program for First Nations graduates

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Develop and review policies • Develop long-term action plan for First Nations education • Fund development of First Nations language and culture resources for use in the Primary, Intermediate and Graduation Programs • Provide increased funding to districts for First Nations education • Support development and delivery of programs which increase the awareness of all learners about First Nations history and culture	• Finalize long term action for First Nations education • Facilitate the establishment of local agreements • Facilitate cross-cultural awareness in teachers by: - grants to school districts for native awareness workshops - discuss the merits of cross-cultural training in pre-service with College of Teachers • Contract to develop draft Native Studies G2 curriculum • On-going infusion of First Nations history and culture into provincial programs, including: - thematic unit for the Primary Program - Intermediate and Graduation foundation documents - Native Law component in Law G2 curriculum • Pilot second year of generic First Nations language model • Pilot interactive video technology with Nisga'a School District and Yinka Dene Language Institute in conjunction with the Education Technology Centre • Funding of Language and Culture Curriculum projects • Complete Education Technology projects with Nisga'a School District and Yinka-Dene Language Institute through contract with the Education Technology Centre • Establish contract to develop and deliver a provincial clearinghouse for locally developed Native Education resources • Complete project to develop exemplary models of Native Education sections of district Annual Reports, in conjunction with School Districts #56 (Nechako), #52 (Prince Rupert) and #65

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Policy and program review • Field awareness promotion	• Ongoing review of program and policy • Field awareness promotion	• Ongoing review of program and policy • Field awareness promotion	• Ongoing review of program and policy • Field awareness promotion	PROJECT COMPLETE

1992/93	1993/94
• Alternative(s) to Master Tuition Agreement in place • Native Studies G2 implemented • Policies on First Nations Languages developed, including recognition by post-secondary institutions, and certification of Language Instructors • Policies in place for First Nations languages and cross-cultural awareness training for teachers • Transitional Program for First Nations graduates developed, based on Rural Alaska Honours Institute model • Language Nest model implemented • Ongoing review of program and policy • Field awareness promotion	• Review of student level data for First Nations learners (1989/90-1993/94 • Review of provincial policies in First Nations education • Ongoing review of program and policy • Field awareness promotion • Ongoing support for teacher training

SCHOOL PERSONNEL (1990/91-93/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Become involved in Native awareness training • Use, where appropriate, locally developed Native curriculum • Review classroom practices, and increase awareness of all learners about First Nations history and culture • Review school programs and practices • Develop personal professional development action plans	• Establish Native Education Advisory Committees • Review district policies and practices • Develop district action plan for Native Education • Review allocation of resources • Where there is local agreement, establish local agreements with bands	• Assist in the planning and delivery of in-service at local and provincial levels • Assist in policy development and long term planning • Develop and deliver awareness modules • First Nations Secretariat on Education and BCTF to develop a project proposal for teacher in-service • BCTF First Nations PSA • BCSTA - Native Education Committee

GOAL: Parents will have the opportunity to exercise their right to enrol their children in an independent school.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• New policies and procedures in place	• New policies and procedures in place	• Continue to consult and support independent school groups	• Continue to consult and support independent school groups	• Continue to consult and support independent school groups

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91

- All schools to be registered
- Proclamation of section 13 of *Independent Schools Act*
- New policies and procedures in place
- Complete Ministerial Orders package
- All Group 4 schools fully bonded
- Establish student record depository

1991/92

- Review Independent Schools Guide
- Continue consultation with FISA and other independent school groups
- Consult with Ministry of Advanced Education regarding their new private institute legislation
- Graduation Program Implementation Conference
- Resolve issues of resourcing classifications of independent schools and funding for home school learners registered at an independent school

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • All schools register with Ministry • Provide data as required by Ministry • Access to authorized provincial learning resources • New funding categories	• All schools to be registered • Proclaim section 13 of *Independent School Act* • All Group 4 schools fully bonded (December 1990) • Complete Ministerial Orders package (January 1991) • Implement Ministerial Orders • Produce bonding procedures package • Amend Act/Regulations regarding - interim Group certificates - minimum enrolments/school closures • Develop protocol with Ministry of Advanced Education regarding bonding and joint jurisdiction of schools • Collect registrations for Home School learners (January 1991) • Continue consultation process • Continue negotiations with non-registering schools • Continue consultation with FISA and other independent school groups • Intermediate Program Implementation Conference (February 1992) • Complete Inspectors Orders package (Spring) • Discuss certification issues with College of Teachers • Participate in Learner Profile Demonstration Projects

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Continue to consult and support independent school groups	• Continue to consult and support independent school groups	• Continue to consult and support independent school groups	• Continue to consult and support independent school groups	PROJECT COMPLETED

1992/93	1993/94
• Review Independent Schools Guide • Continue consultation with FISA and other independent school groups	• Review Independent Schools Guide • Continue consultation with FISA and other independent school groups

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)

GOAL: Enable and assist parents to school their children at home if that is their desire, while at the same time attempting to protect the interests of these learners by requiring them to "register."

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• New policies and procedures in place	• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Monitor activities and refine policies as appropriate • Establish a plan for monitoring the scope of services being provided to learners	• Monitor activities and refine policies as appropriate • Establish a plan for monitoring the scope of services being provided to learners

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • All students register with appropriate school • Non-registered students may be reported under new *School Act* • Educational services available on request • .25 FTE funding to district of registering school or .25 FTE funding of independent school's per pupil grant	• Monitor activities and refine policies as appropriate • Establish a plan for monitoring the scope of services being provided to learners

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners	• Ongoing monitoring of the scope of services being provided to learners	PROJECT COMPLETED

1992/93	1993/94
• Monitor activities and refine policies as appropriate • Establish a plan for monitoring the scope of services being provided to learners	• Monitor activities and refine policies as appropriate • Establish a plan for monitoring the scope of services being provided to learners

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Participate in discussion to determine how required support will be offered to home education parents • Develop administrative procedures, in consultation with district officials, teachers and interested parents and/or community members, for home-schooled students • Develop communication plan in consultation with district staff and parents	• Develop timelines for school and district activities • Develop district policies and procedures • Develop and implement communication plan which stresses benefits of cooperation and involvement • Districts advertise in papers/radio to alert all home school students that they must register - where and how	

GOAL: Reinforce the position that teaching is a worthy profession that is accorded respect and support. Recognize excellence in teaching. Increase the supply and retention of qualified teachers.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Status of teaching projects initiated • Teacher Education programs initiated to increase teacher supply • Rural Teacher Education programs initiated	• Status of teaching projects developed and implemented • Committees established to study teacher supply and demand • Rural Teacher Education programs funded and developed	• College of Teachers report out on Teacher Education Review • Implementation of Committee recommendations re. Supply and Demand • Rural Teacher Education programs assessed	• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs	• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Submissions to College of Teachers' review of teacher education • Develop a teacher recruitment program in cooperation with other stakeholders • Ministry of A.E.T.T. and the Ministry of Education allocate funds to universities • Provide support for increased teacher supply in rural districts • Conduct a study of teacher induction and mentorship practices • Teacher Supply/Demand Model developed	• College of Teachers report produced on Teacher Education Review • Teacher Supply/Demand Technical Sub-committee model development completed • Teacher Supply/Demand Recruitment Sub-committee makes recommendations • Funds allocated to universities • Assess impact of support provided to increase supply of teachers in rural districts

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Status of Teaching • Teacher Excellence Awards • Teacher Education Programs • Forgivable Loan Program • Rural Teacher Education Fund • College of Teachers: follow-up	**Status of Teaching** • Develop a teacher recruitment program in cooperation with other stakeholders • Committee meetings to clarify role of these organizations with respect to individual professional development teachers • Submission to College of Teachers review of Teacher Education **Teacher Education Program - Increase Supply** • Develop and implement a user model for teacher supply and demand in conjunction with stakeholders • Ministry of Advanced Education, Science and Technology and the Ministry of Education allocate funds to universities • Conduct a study of teacher induction and mentorship practices in cooperation with other stakeholders **Forgivable Loan Program** • Stakeholders committees to study issues of Teacher Supply and Demand • Provide support for increased teacher supply in rural districts via grants to teachers with student loans **Rural Teacher Education Fund** • Provide support for teacher training via grants to MAETT • Provide support for increased teacher supply in rural areas via grants to MAETT for teacher training consortia **Government Liaison with College of Teachers** • College of Teachers considering government Policy Directions dealing with admission qualifications and for continuing certification

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs	• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs	• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs	• Evaluate and maintain status of teaching projects • Review and expand programs to increase supply of teachers • Maintain Rural Teacher Education programs	PROJECT COMPLETE

1992/93	1993/94
• Status of teaching projects reviewed, expanded, and revised • Implementation of Teacher Supply/Demand sub-committee recommendations • Continue/expand Rural Teacher Education programs	• Status of teaching projects evaluated and maintained • Review and continue to support initiatives to increase supply of teachers • Maintain Rural Teacher Education programs

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Assist first year teachers in transition to professional life • Encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards	• Develop timelines for school and district activities • Encourage schools and teachers to accept student teachers • Ensure teachers and recruits in rural areas understand loan options • Work with colleges and universities to develop consortium proposals, and if approved, assist in delivery • Coordinate first year teaching assignments to enhance transition to professional life • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspects and rewards • Support the planning and coordination of professional training of prospective teachers	• Plan the organization delivery of in-service education at local and provincial levels through EAC • Develop a long-term plan for education and in-service training • Assist efforts by teachers to encourage able students to seriously consider teaching as a career by pointing out positive aspect and rewards • BCTF - initiate a steering committee on enhancing the status of the teaching profession • BCPVPA - pre-service training for administrators, continued development of administrator training programs • B.C. College of Teachers conducting full review of Teacher Education programs • B.C. Universities assist in review of Teacher Education programs • Involvement in joint Teacher Supply and Demand Sub-committee

GOAL: To develop cooperative activities involving provincial organizations and individuals that will enhance public understanding and support for:
(1) the school system and its achievements and
(2) the changes and improvements being implemented in the B.C. school system.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90 - 1998/90

Prepare a communication strategy and establish communication processes and activities in consultation with stakeholder groups. The objective will be to build effective communications between stakeholders and with the public to ensure accurate information about education and the changes taking place in the school system.

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Develop joint communication activities between Ministry and other groups • Establish network to share accurate information • Monitor effectiveness of communication processes and activities at all levels of the system • Continue to involve and consult with stakeholders in the adjustment of the communication plan • Start planning of 1991/92 activities in cooperation with stakeholders	• Implementation of 1991/92 communication activities in cooperation with stakeholders

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
COMMUNICATIONS **Organizational Factors** • Audience • Tools • Themes • Major Communications	• Begin development of joint communication plan, including goals and purposes • Identify audiences: e.g., public, teachers, parents, principals, district staff, trustees, business, labour, students, Natives and seniors • Develop themes: e.g., focus on the learner, planning for the 21st century, cooperation and consultation, commitment, and systematic planning • Select tools: e.g., circulars, newsletters, newspapers, television, letters, conferences, meetings and community events • Identify communicators: provincial education leaders, business and labour community, provincial organization staff and committees, local leaders and staff • Ensure effective communication within the Ministry and other provincial organizations • Assist the development of a communications process between stakeholder groups • Develop video and/or publications which focus on schools where the Primary Program is being successfully implemented • Consult with stakeholder groups re. *Working Plan #3* activities • Continue development of Speaker's Bureau, speaker's packages • Build media pattern focussed on the local level • Continue communication focus on Intermediate Program (to 1992/93) • Communicate progress/highlights of Intermediate Development sites • Support for teacher/community arenas • Develop, through consultation, a provincial position statement on program standards • Encourage broad input to the interpretation of the provincial position on program standards • Emphasize and facilitate effective communication plan for program standards activities • Emphasize the importance of education change to the school system • Support the B.C. Education History Project as a means to enhance the understanding of the importance of our school system in the past, present and future of our society • Produce Parent Handbook on *Year 2000* • Develop a calendar of Ministry plans

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1992/93	1993/94
• Implementation of 1992/93 communication activities in cooperation with stakeholders	• Implementation of 1993/94 communication activities in cooperation with stakeholders

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Prepare school communication plan with support and assistance from the Ministry of Education • Assist in development and implementation of a provincial support network • Respond to new program documents and *Working Plan #3* • Staff identified to train for the implementation of the Intermediate Program (to 1992/93) • Update key primary people • Begin network focus on Intermediate Program (to 1992/93) • Development of teacher/community arenas	• Develop timelines for school and district activities • Prepare district communication plan with support and assistance from the Educational Innovation Division, Ministry of Education • Assist in development and implementation of a provincial support network • Respond to new program documents and *Working Plan #3* • Begin network focus on Intermediate Programs (to 1992/93) • Development of teacher/community arenas	• Prepare province-wide communication plans that will enhance networking capabilities and provide encouragement for local implementation efforts • Work with other stakeholders in identifying concerns and information needs • Emphasize the importance of two-way communication between the Ministry and stakeholder groups • Respond to new program documents

COMMUNICATIONS
CONTINUES ON NEXT PAGE

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
INFORMATION MANAGEMENT **Related Projects** 1. Student level data collection and teacher data collection 2. Development of Inter-Ministerial Strategic Information Systems 3. Production of student transcripts 4. Provincial Indicators project 5. Production of Annual Report and other publications 6. Creation of Ministry-District Electronic Highway 7. Constituent polling 8. District Cooperative Indicators Project 9. School & District Information Profiles	• Determine information needs of the Ministry, schools and districts, and other interest groups • Establish partnerships between field information users and the Ministry • Employ effective information reporting strategies to enhance clarity of organizational purpose, student achievement, and actions necessary to improve student performance • Develop strategic information presentation and retrieval systems • Improve and refine student level data collection procedures • Improve and refine teacher data collection methods • Develop methods of ascertaining public and other stakeholder opinions • Maintain existing hardware and software systems • Develop indicators of performance to be used for accountability and organizational improvement • Continue to improve the Ministry of Education's *Annual Report* • District level Annual Reports provided to the Ministry (December 1990) • Ensure that confidentiality of student records are maintained

SCHOOL PERSONNEL (1990/91-93/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-93/94)	PROVINCIAL ORGANIZATIONS (1990/91-93/94)
• Develop information systems to support accreditation, yearly planning, and public relations • Ensure data collection procedures required for internal operation and for Ministry needs are carried out accurately and on time • Ensure information required to support the implementation of the three programs (Primary, Intermediate and Graduation) is provided to staff and parents • Provide feedback to the Ministry as to appropriateness and quality of information • Read Ministry's *Annual Report* and other publications and inform the public about important provincial issues that impact at the school level • Investigate hardware and software systems to support information collection, storage, and presentation requirements • Contribute to discussions on confidentiality procedures employed to ensure appropriateness and distribution of Ministry information	• Consider development of a long range strategic plan to articulate district priorities and implementation of required educational changes • Ensure data collection requirements for schools and the Ministry are completed accurately and on time • Ensure information required to support the implementation of the three main programs is disseminated to the schools and parents • Provide feedback to the Ministry on how to improve information quality and flow to the districts • Develop and use indicators of performance at the district level • Determine public perceptions of educational performance • Read and use Ministry's *Annual Report* and other publications to inform the public about important provincial issues that impact at the district level • Participate, where desirable, in testing and using the electronic highway • Contribute to discussions on confidentiality procedures employed to ensure appropriate use and distribution of Ministry information	• Participate in the discussion of Indicators of performance for the school system, at the school, district, and provincial levels • Respond to existing Ministry publications and make suggestions for improving them • Read and use the Ministry's *Annual Report* • Provide feedback on potential partnership arrangements that could enhance information collection, retrieval, and presentation efficiency and effectiveness • Provide feedback on appropriateness of procedures employed to ensure confidential and appropriate use of information collected by the Ministry

GOAL: Funding and taxation policies will be fair and equitable and will be consistent with funding for colleges and universities. School facilities will reflect the changing requirements of the learning environment.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Block funding announced • Capital program funding announced • Property tax revenue flow redirected	• 1991/92 Block announced incorporating approved distribution changes based on FMS recommendations	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• Refine block funding distribution mechanism • Adjust block for actual September 1990 enrolments • Implement property tax revenue flow change and property tax relief measures • Develop alternatives to achieve greater equity in the distribution of school taxation • Address facilities upgrading needs in conjunction with overall school facilities requirements • *School Act* amended if necessary to reflect property tax changes	• External FMS Review Committee recommendations for 1992/93 Block distribution and accounting system finalized • Adjust block for actual September 1991 enrolments • Update of 5 year capital plan (annual process) • 1992/93 Block announced incorporating approved distribution changes based on FMS recommendations

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Funding system • Taxation system • Capital funding program	**1990/91 Fiscal Year** • Implement block funding system - announcement and field meetings • Refine block funding distribution mechanism through F.M.S review process • Adjust block for actual September 1990 enrolments • Implement property tax revenue flow change and property tax relief measures • Develop alternatives with Ministry of Finance and Corporate Relations and other ministries and organizations to achieve greater equity in the distribution of school taxation • Address facilities upgrading needs in conjunction with overall school facilities requirements • *School Act* amended if necessary to reflect property tax changes • Strengthen the link between program development and facilities **Long-term beginning 1991/92 - School Finance** • Improve equity of distribution of block funding through annual review process • Improve financial accountability through annual review of accounting system and audit process **Long-term beginning 1991/92 - School Facilities** • Develop, with school districts, a program to respond to the deteriorating condition of the large number of schools built in the immediate post-1945 period • Update 5 year capital plans annually in the context of current demographic and economic indicators and program changes

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	Annual cycles in place as follows: • FMS review of Block distribution and accounting system • Block and distribution announced for future year • 5 year capital plans for districts updated	PROJECT COMPLETE

1992/93	1993/94
Annual cycles in place as follows: • FMS review of Block distribution and accounting system (Fall) • Block and distribution announced for future year (Spring) • 5 year capital plans for districts updated (Fall)	Annual cycles in place as follows: • FMS review of Block distribution and accounting system (Fall) • Block and distribution announced for future year (Spring) • 5 year capital plans for districts updated (Fall)

SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Implement block funding system • Advise Ministry on refinements to block funding distribution mechanism and accounting system • Implement 5 year facilities management process • Participate in development of program to respond to the deteriorating condition of the large number of schools built in the immediate post-1945 period	• Advise Minister on finance and taxation issues

GOAL: Continue to assist and improve existing school district operations. Increase the involvement of parents and students in education.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Finalize district policies for Parent Advisory Committees • publish successful models	• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
Continue to facilitate the: • development of policies and activities to enhance the implementation training for trustees and district staff of small districts • sharing and publication of successful models for Parent Advisory Committees • development of policies and guidelines for trustee and district staff use in the areas of conflict of interest legislation and Parent Advisory Committees • implementation of the *School Act* at the district level	Continue to facilitate the: • development of policies and activities to enhance the implementation training for trustees and district staff of small districts • sharing and publication of successful models for Parent Advisory Committees • development of policies and guidelines for trustee and district staff use in the areas of conflict of interest legislation and Parent Advisory Committees • implementation of the *School Act* at the district level

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • Parent and Community Advisory Committees • Conflict of interest legislation • Support to rural trustees and staff of small school districts • Implementation of the *School Act*, Regulations and Minister's Orders	• Identify and publicize successful models of Advisory Committees • Develop, in consultation with stakeholders, plans regarding implementation training for trustees and district staff, especially in rural districts • Enhance student involvement and student representation in education • Train teachers to enhance parental involvement in education • Organize a two day conference for trustees and district staff of small school districts relative to school district operations • Hold awareness activities at zone meetings with senior staff of school districts • Support fall conference for BCSSA members to focus on Ministry initiatives • Organize and coordinate two orientation sessions for superintendents • Facilitate three sessions for district staff and trustees to focus on sharing and development of policy to meet requirements of the *School Act*, regulations, and ministerial orders

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations	• Ongoing support to improve existing school district operations	PROJECT COMPLETE

1992/93

Continue to facilitate the:

- development of policies and activities to enhance the implementation training for trustees and district staff of small districts
- sharing and publication of successful models for Parent Advisory Committees
- development of policies and guidelines for trustee and district staff use in the areas of conflict of interest legislation and Parent Advisory Committees
- implementation of the *School Act* at the district level

1993/94

Continue to facilitate the:

- development of policies and activities to enhance the implementation training for trustees and district staff of small districts
- sharing and publication of successful models for Parent Advisory Committees
- development of policies and guidelines for trustee and district staff use in the areas of conflict of interest legislation and Parent Advisory Committees
- implementation of the *School Act* at the district level

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Forge new partnership with parent community and facilitate establishment of Parent Advisory Committees • Share successes with colleagues both formally and informally • Work with administrators to coordinate messages to parents and community	• Create Parent Advisory Committees as outlined in the *School Act* • Share successes with colleagues, both formally and informally • Work with administrators and school personnel to coordinate messages to parents and community • Develop policies for the regular evaluation of exempt employees • Develop in-service activities for employees and others related to implementation of the *School Act*	• Continue planning and implementing new policies and guidelines for Parent Advisory Committees • Continue to organize and assist in the delivery of implementation training programs for trustees and administrators, especially in small school districts • Continue to support activities related to implementation of the *School Act* • BCSTA - New and Advanced Trustees Academies and other conferences • B.C. Confederation of Parent Advisory Council, BCPVPA, BCTF, BCSSA and BCSTA to develop modules for parent and school administrator in-service on effective parent advisory council operations. These modules to be available in Spring 1991 for general distribution and use throughout the province.

GOAL: Develop provincial legislation that is consistent with the Mandate and Policy Directions. Encourage and continue provincial advisory process to deal with overall policy.

TEN YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1989/90	1990/91	1991/92	1992/93	1993/94
• Review appropriate sections of legislation	• Review appropriate sections of legislation	• Review appropriate sections of legislation	• Review appropriate sections of legislation	• Review appropriate sections of legislation

FOUR YEAR FRAMEWORK (Ministry, school personnel, school board/district officials, and provincial organizations)

1990/91	1991/92
• EAC to review *Working Plan # 3* • EAC review of implementation and policy directions (Fall 1990) • Statutes, ministerial orders, regulations and orders in council adjusted as appropriate (Spring 1991) • Review the effectiveness of the new schools finance legislation • Update and distribute *Manual of School Law*	• Statutes, ministerial orders, inspector's orders, regulations and orders in council adjusted as appropriate (Spring 1992) • EAC to review legislation • Ministry recommends legislative changes • Update and distribute *Manual of School Law*

MAJOR COMPONENTS	MINISTRY TASKS (1990/91)
ORGANIZATIONAL FACTORS • *School Act* • *Independent School Act* • Regulations and orders in council • Ministerial orders • Inspector's orders	• Review appropriate sections of legislation • Review implementation of legislation • Inform stakeholders of legislative changes • Update and distribute *Manual of School Law*

1990/91 BLOCK FUNDING ALLOCATION	$2,600 M	ROYAL COMMISSION: YEAR 2	$140 M
Funding within Block to support Royal Commission initiatives	$87.5 M	OTHER ROYAL COMMISSION BUDGETS	$31.6 M
1990/91 CAPITAL PLAN	$350 M		

1994/95	1995/96	1996/97	1997/98	1998/99
• Review appropriate sections of legislation	• Review appropriate sections of legislation	• Review appropriate sections of legislation	• Review appropriate sections of legislation	PROJECT COMPLETE

1992/93	1993/94
• Statutes, ministerial orders, inspector's orders, regulations and orders in council adjusted as appropriate (Spring 1993) • EAC to review legislation • Ministry recommends legislative changes • Update and distribute *Manual of School Law*	• Statutes, ministerial orders, inspector's orders, regulations and orders in council adjusted as appropriate (Spring 1994) • EAC to review legislation • Ministry recommends legislative changes • Update and distribute *Manual of School Law*

SCHOOL PERSONNEL (1990/91-1993/94)	SCHOOL BOARD/DISTRICT OFFICIALS (1990/91-1993/94)	PROVINCIAL ORGANIZATIONS (1990/91-1993/94)
• Become familiar with new legislative amendments • Implement changes resulting from legislative changes • Information to parents and students	• Become familiar with new legislative directions • Inform schools and communities of new directions • Coordinate and implement changes • Review school board policies, practices and contracts • Cooperate with Ministry in review of implementation	• Participate in review process • Participate in implementation process • BCPVPA - Annual short course for new administrators • BCSTA - New Trustee Academies • BCSTA - Policy exchange forum and legal advice • BCSSA - New superintendents' orientation • BCSDSTA - New secretary treasurers' orientation and joint conferences • B.C. Confederation of Parent's Advisory Councils' fall conference: circulation of rights, roles, responsibility of parents; formation of parents' advisory councils